

# General Duty Assistant

(Job Role)

Qualification Pack: Ref. Id. HSS/Q5101

Sector : Health Care

Textbook for Class XI



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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## **FOREWORD**

The National Curriculum Framework–2005 (NCF – 2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF – 2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOS) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

New Delhi  
June 2018

HRUSHIKESH SENAPATY  
*Director*  
National Council of Educational  
Research and Training

## **ABOUT THE TEXTBOOK**

The Ministry of Human Resource Development (MHRD) introduced the National Skill Qualification Framework (NSQF) under the Centrally-sponsored scheme of Vocationalisation of Secondary and Higher Secondary Education.

The course of General Duty Assistant (GDA) is designed to train paramedical staff for providing quality service to the society. Students will learn about effective communication, identification of hazards and their management. They will also learn about rules and regulations to be followed by a GDA in a hospital. Clinical duties include taking and recording vital parameters, medical histories, preparing patients for examination, and dispensing medical prescription. Administrative duties include scheduling appointments, maintaining a rapport between patients and the hospital administration.

The basic requirements for a GDA are — analytical skills, mechanical aptitude, good vision, coordination and self-discipline. Work ethics, characterised by dedication and persistence, and ability to deal tactfully with patients are some of the essential qualities that one should possess to become a GDA. With these qualities, one can explore job opportunities in hospitals and clinics.

The GDA, during the tenure of learning, will learn to record case history, deal with common health problems related to activities of daily living. The textbook has coherent five units, covering the following Qualification Packs.

- HSS/N 5101: Assist nurse in bathing patient
- HSS/N 5102: Assist nurse in grooming patient
- HSS/N 5103: Assist patient in dressing-up
- HSS/N 5104: Support individuals to eat and drink
- HSS/N 5105: Assist patient in maintaining normal elimination
- HSS/N 5108: Prevent and control infection
- HSS/N 5109: Assist nurse in performing procedures as instructed in the care plan

HSS/N 5110: Assist nurse in observing and reporting change in patient condition

HSS/N 5111: Assist nurse in measuring patient parameters accurately

HSS/N 5112: Respond to patient's call

Transport patient samples, drugs, patient documents, and manage changing and transporting laundry/linen on the floor

HSS/N 5115: Carry out last office (death care)

HSS/N 9606: Maintain a safe, healthy and secure environment

We hope this textbook will be useful for students who opt for this job role. Feedback and suggestions to improve this textbook are welcome.

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# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a **[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the **[unity and integrity of the Nation];**

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)